Moving From CNA to Actionable Data

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Today's Presenters

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Learning Outcomes

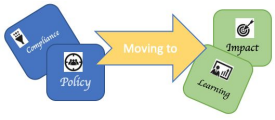
- Participants will understand how to move data from compliance to action
- Participants will engage in learning activities to help develop, refine, and reflect on their current understanding of data collection
- Participants will engage in learning activities to help understand and develop a process for monitoring continuous improvement

Alignment to MICIP

1. Collect Data through CNA Process - **Including all 4 types of data**
2. Analyze **Data Intersections** (Victoria Bernhardt)
3. Use Root Cause Analysis to determine an appropriate strategy (5 Whys, Fishbone, Force Field Analysis)
4. Define the Evaluation Impact Measure (what are you going to look at?)
5. Strategy implementation plan using the NIRN Hexagon Tool
6. **Strategy Monitoring** - adult implementation data and student achievement

What is a CNA

- The CNA is based on demographic, process, perception, and academic data that includes all students in the school
- The CNA guides the development of the comprehensive schoolwide plan and suggests benchmarks for its evaluation, and, as such, is closely linked to all aspects of schoolwide program implementation

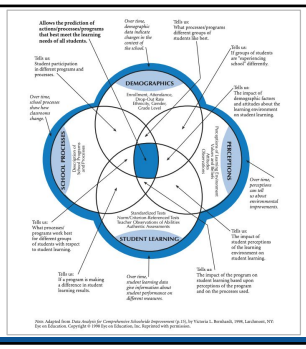


** Section 1114(b)(1)(A) of Title I of ESEA*

Types of Data

- Demographic
- Perception
- Student Achievement
- System

Multiple Measures of Data



Bernhardt, V. L., (1998, March). Invited Monograph No. 4.California Association for Supervision and Curriculum Development (CASCD)

Demographic Data - Telling Your Story

- Answers the question, “who are we?” by establishing the context of the district/school and identifying trends
- Includes both Human Population Characteristics and System Characteristics
- Understanding these characteristics about the school contextualizes the remainder of data collected by the district/school
- The one data set we have little control over

Bernhardt, 2013

Perception Data - How we do business

- Tells us what students, staff, parents, and community members perceive about how the district/school does business
- Requires districts/schools to analyze the culture, climate, and organizational processes
- Common methods for collecting perception data include:
  - Interviews
  - Focus groups
  - Surveys
  - Self-assessment tools

Bernhardt, 2013

"We do not act differently from what we value, believe, or perceive. If we want to know what students, staff, and parents perceive about the learning environment, we need to ask them ."

(Bernhardt, 2012, pg. 42)

Student Learning Data

- Provides insight into the following questions:
  - Is the school meeting the learning needs of all students and student groups?
  - What are the school's areas of strength?
  - What are the school's areas for improvement?
- Assessments might include:
  - Classroom
  - Diagnostic
  - Benchmark
  - Summative and Formative
  - Progress Monitoring
  - Screeners
  - Alternative
  - Rubrics
  - Standardized tests

Systems Data

"What teachers [and other school personnel] are doing to get the results we are getting."

Bernhardt, 1998, p. 3

Systems Data

"School processes are the only measures over which we have almost complete control in the education setting" (Bernhardt, 2013, pg.80).

School processes typically fall into one of the following:

- Instruction Processes
- Organizational Processes
- Administrative Processes
- Continuous School Improvement Processes
- Programs

Systems Data

- Most difficult data set school personnel to describe
- Using systems data effectively involves documenting instructional routines and practices and how actions align to results

SCHOOL PROCESS EXAMPLES

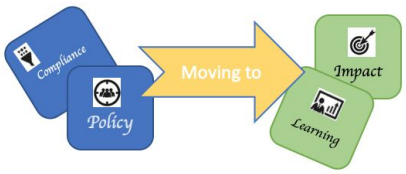
Instructional Processes	Organizational Processes	Administrative Processes	Continuous School Improvement Processes	Programs
• Academic conversations with students • Classroom assignments (types of tasks, choices, projects, collaboration) • Classroom discussions (teacher talk, student-to-student talk, student-to-teacher talk) • Differentiated instruction • Multi-Tiered Systems of Support (MTSS) • Direct instruction • Flipped classrooms • Grading • Homework • Immersion • Inclusion • Inquiry process • Standards implementation • Student reflection and self-assessment • Technology integration • Tutoring	• Data Teams • Data use • Inquiry process • Instructional coaching • Leadership structure (Leadership teams) • Mentoring • Mission • Parent involvement • Policies and procedures • Professional discussions and support • Professional Learning • Communities • Professional reflection • Multi-Tiered Systems of Support (MTSS) • Teaching assignments • Teacher collaboration • Teacher evaluation • Teacher hiring • Teacher observations • Teacher renewal (professional learning)	• Class sizes • Data collection • Dropout prevention • Discipline strategies • Effective communication • Enrollment in different courses/ programs/program offerings • Graduation strategies • Leadership turnover rates • Number and use of support personnel • Policies and procedures • Retentions • Scheduling of classes • Student groupings • Teacher assignments • Teacher certification • Teacher hiring • Teacher turnover	• Guaranteed and Viable Curriculum • Continuous school improvement planning • Contributing cause analysis • Data analysis and use • Evaluation • Leadership • Mission • Professional learning • Partnership • Self-assessment • Vision	• 9th Grade Academy • A+ • Accelerated Reader/Math • Advanced Placement • After School • AVID • At-Risk • Bilingual • Counseling • Dropout Prevention • English as a Second Language • Gifted and Talented • International Baccalaureate • Interventions • PBIS • Science Fairs • Service Learning • Special Education

Modified from: Bernhardt, V. L., & Bernhardt, V. (2013). Data analysis for continuous school improvement. Routledge.
D. Spencer, Macomb ISD

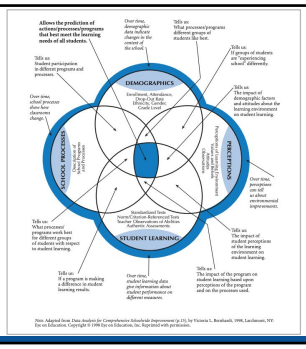
Data Collection Activity

- What are you currently collecting for each data type?
- How/where do you get the data?
- How do you organize it?

What happens after data collection?



Multiple Measures of Data



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Why Explore Data Intersections

- Develops a more accurate picture and understanding why the school is getting the results it is getting
- Moves beyond surface analysis of data
- Produces actionable insights for district and schools

Multiple Measures

- Designed to be used together
- Over time
- Helps define the questions we need to ask
- Focus our attention on the necessary data needed to address our unanswered questions

Intersections of Data Measures

- **Single Measure** - Isolated view of the data and only provides a snapshot
- **Two Measures** - Beings to paint more vivid understanding of what is happening and why; overtime, the relationship between measures becomes more clear
- **Three Measures** - Clarifies trends and relationships among data measures and actionable steps to improving student outcomes become evident and tangible
- **Four Measures** - Allows districts/schools to predict if actions, processes, and programs are going to produce the desired learning outcomes for all students.

From Data Intersections to Continuous Improvement

Don't get "analysis paralysis!"

Intentional Strategy Implementation Monitoring

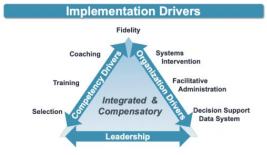
SIP Strategy
Mid-Course Evaluation

Strategy:

1. **Goal(s) this strategy supports:**
   a. *What is going well with this strategy?*
   b. *What questions/concerns do staff and/or admin have with this strategy?*
2. **Implementation Data**
   a. *What Implementation Data has been collected?*
   b. *Are 80% of teachers (where appropriate) implementing the strategy 80% of the time?*
   c. *What does this data tell us about the implementation of this strategy?*
3. **Student Achievement Data**
   a. *What Student Achievement Data has been collected?*
   b. *What does this data tell us about the implementation of this strategy?*
4. **Strategy Impact**
   a. *What effects has this strategy had on Teachers?*
   b. *What effects has this strategy had on School Culture?*
   c. *What effects has this strategy had on Students?*
5. **Now revisit your answers to question #1, have they changed after taking a deeper dive into the data?**
6. **Considerations for Improvement and Continued Implantation (think Systems and Processes and Implementation Drivers)**
   a. *What mid-corrections are needed?*
   b. *What additional supports/resources are needed for continued, successful implementation of this strategy?*

There are 3 categories of Implementation Drivers:

1. **Competency Drivers**–mechanisms to develop, improve and sustain one's ability to implement an innovation as intended in order to benefit students.
2. **Organization Drivers**–mechanisms to create and sustain hospitable organizational and system environments for effective educational services – that 'enabling context' we talked about earlier.
3. **Leadership Drivers**– focus on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning.



Implementation Drivers represent the infrastructure needed to make use of effective and well-defined innovations.

https://nirn.fpg.unc.edu/module-2/implementation-drivers

It is important to start with the end in mind. If we look at the active implementation formula (see *below*), positive outcomes for students represent the *"why"* in the equation. It is *why* we want to improve instructional practices and behavioral supports. The *"what"* in the equation is an effective innovation. We need to know *"what"* it is we're going to be implementing so that we can create the infrastructure supports to ensure the innovation is in place, being used as intended, and producing outcomes.

Active Implementation Formula

How will this be done? The implementation infrastructure is the *"how"* and the next component of our equation. Competency, Organization, and Leadership Drivers are in service to Fidelity to achieve improved outcomes.

In the next sections we will focus on the 3 types of Drivers and their ties to Fidelity. We will consider them through an active implementation lens. An active implementation lens helps us focus on best practices for these components based on the best research and evaluation evidence from Implementation Science.

https://nirn.fpg.unc.edu/module-2/implementation-drivers

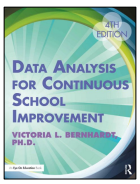
Resources

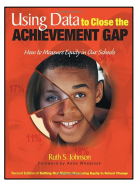
Bernhardt, V. L. (1998). Multiple measures. California Association for Supervision and Curriculum Development.

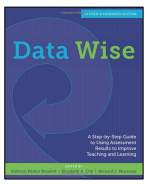
Bernhardt, V. L. (2013). Data Analysis for Continuous School Improvement. doi:10.4324/9781315813356

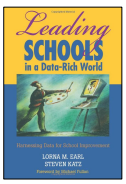
Resources

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS









Questions

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